**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5th** | | | **Date(s)**: Aug 31. & Sept. 4 |
| **Unit Title:** Reading/Writing Apprentice | | | **Corresponding Unit Task:**  **Task 1 &2 (combined)** | | |
| * **Essential Question(s):** * How do readers use what they know about the patterns of text structure to read nonfiction text? * How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding? * How do we engage in collaborative discussion? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Compare/Contrast Chart Graphic Organizer**      * **Social Studies Text (p. 68-70)** * **Scott Foresman Text (p.99, 101)** * **Cornell Note Taking Handout** * **Apothecary Selection**   [**http://www.history.org/Almanack/life/trades/tradeapo.cfm**](http://www.history.org/Almanack/life/trades/tradeapo.cfm)   * **Pharmacist Selection** [**http://www.bls.gov/k12/science02.htm**](http://www.bls.gov/k12/science02.htm) | | | | * **compare,** * **contrast** * **similar,** * **different** * **apothecary,** * **prescribed,** * **apprentices,** * **surgeons,** * **antique,** * **compounding,** * **dispensing,** * **lancet** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.5.10** - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.  **RI.5.8** - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  **RI.5.5** - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **RI.5.2** - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  **I Can Statement(s):**   * **I can compare and contrast information in text.** * **I can determine the main idea and supporting details in text.**   **Instructional Plan:**   * **Engaging Activity: Option 1: Teacher will begin the discussion by holding up two objects that can be compared and contrasted. For example, a Milky Way bar vs. Reese’s Cups. Teacher will make a two column chart on the board or chart paper and ask leading questions for students to begin describing the characteristics of the two objects. After creating a list, use a colored marker to circle the characteristics that are in both columns. Lead the class in a discussion for the definition of the words: *compare(how things are alike)* and *contrast (how things are different)*. Refer to the examples on the chart.**   **Option 2: Pair read the last paragraph of page 99 in the reading text book (from Satchel Paige story). Students will identify the differences between the ways the players felt when the audience cheered or booed.**   * **Model: Teacher will read aloud an excerpt from Satchel Paige pg. 101. Teacher will use Compare and Contrast Chart graphic organizer to identify the similarities and differences between white and black major league ball clubs.** * **Guided: Teacher reads or pair reading (depending on class reading readiness) Apothecary and Pharmacist selections.** [**http://www.history.org/Almanack/life/trades/tradeapo.cfm**](http://www.history.org/Almanack/life/trades/tradeapo.cfm)   [**http://www.bls.gov/k12/science02.htm**](http://www.bls.gov/k12/science02.htm) **Together we will complete the Compare Contrast Chart graphic organizer.**   * **Guided: Teacher and students use the Apothecary selection to take notes using the Cornell note taking sheet focusing on main idea and details.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **RI.5.5** - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **RI.5.8** - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  **RF.5.4** - Read with sufficient accuracy and fluency to support comprehension.  **W.5.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  **L.5.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **L.5.4a** - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  **SL.5.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):**   * **I can create an anchor chart about compare and contrast.** * **I can read a selection and take notes on main idea and supporting details.**   **Instructional Plan:**   * **Teacher will review the transition words that give readers a clue that a compare/contrast statement is about to be made. Use the Read Write Think Guide** [**http://www.readwritethink.org/files/resources/interactives/compcontrast/**](http://www.readwritethink.org/files/resources/interactives/compcontrast/) * **Students will use their graphic organizer from the previous lesson to create an anchor chart in small groups.** * **Anchor charts should include all of the components of the rubric.**      * **Guided: Teacher and students use the Apothecary selection to take notes using the Cornell note taking sheet focusing on main idea and details.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **RF.5.3** - Know and apply grade-level phonics and word analysis skills in decoding words.  **RF.5.4** - Read with sufficient accuracy and fluency to support comprehension.   1. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   **I Can Statement(s):**   * **I can learn the meaning of new words.**   **Instructional Plan:**   * **Teacher will poll the class as to their knowledge of the following words (thumbs up, thumbs down) Teacher will then define and explain the following words:** * **Compare, contrast, apothecary, prescribed, apprentices, surgeons, antique, compounding, dispensing, lancet.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.5.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **L.5.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine and reduce sentences for meaning, reader/interest, and style.  **I Can Statement(s):**   * **I can work collaboratively with others.** * **I can share my ideas and listen to other’s ideas.**   **Instructional Plan:**   * **Students will use their graphic organizer from the previous lesson to create an anchor chart in small groups.** * **Students will share their anchor charts in front of the class.** | | | | |
| **Closing/Summarizing Strategy** | **Turn and Talk: Students discuss the definition of compare and contrast and give an example of each.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Have students do additional research on the Lost Colony of Roanoke. Students will create a graphic organizer comparing the theories on what happened to the colonists.** | | **Read S. Studies text pg. 68-71 and compare and contrast the French fur traders and the English settlers.** | | | **Read S. Studies text pg. 68-71 and compare and contrast the French fur traders and the English settlers.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * Anchor Chart and Rubric * Reading Log Reflection: Students will answer the following question: * How does understanding compare and contrast help me comprehend informational text? | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*